TEST ADMINISTRATION MANUAL

MCESA High School PE Performance Assessment

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Introduction

Purpose and Use

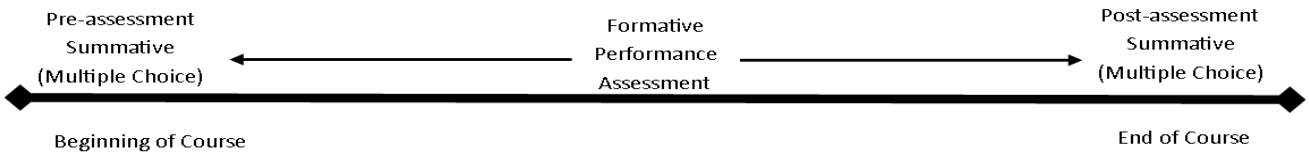
This performance assessment and test administration manual is a comprehensive tool to support formative assessment in physical education. It has been created for the purpose of complementing the MCESA Content-Specific Assessment, a pair of multiple-choice pre- and post-assessments that are used to measure student growth and teacher effectiveness. Both assessments have been created through collaboration between MCESA, WestEd, and teachers from numerous Maricopa County school districts.

The assessment requires students to demonstrate their ability to perform specific physical education tasks, as outlined by the Arizona State Standards, and is intended for formative use, which means that it can be used repeatedly at any point within an instructional sequence or course. Formative assessment is often referred to as *assessment FOR learning* in contrast to summative assessment or *assessment OF learning* (Burke, 2010). Specifically, the formative uses of this performance assessment include the following.

- Diagnose students' capabilities on isolated standards
- Provide feedback to students on their skill development
- Demonstrate the progress of student learning, also called an interim or benchmark assessment
- Measure student growth on specific skills
- Identify individuals or groups of students who need differentiated instruction
- Provide evidence of the teacher's use of data to inform instruction as measured by most teacher observation instruments
- Support the teacher with data driven instruction or real-time assessment
- Serve as a common assessment among professional learning community team members or for district-wide data collection

Image 1 demonstrates one way this assessment can be combined with a summative assessment to create a balanced assessment plan for a course. Additionally, the rubrics found in this assessment could be applied to custom, teacher-written tasks for further, more specific formative assessment.

Image 1: Assessment Plan



Assessment Overview

The performance assessment in this test administration manual is comprised of two different tasks that measure two different Arizona State Standards. It is designed to be used flexibly and embedded with natural and authentic classroom activities. Both tasks are customizable and can be used repeatedly with different sports or activities throughout the course. Each task in this test administration manual is designed to be given in one class period. However, many class sizes and period lengths may prohibit completing a task in one session. Therefore, follow the recommended guidelines to assess all students on at least the same subcomponents of a task in one session. Both tasks can be done sequentially for a comprehensive assessment, or both tasks can be done individually over the course of several weeks or months. Each task has its own set of guidelines, scripted directions, data capture tools, and a scoring rubric.

Because the Arizona State Standards for physical education are broad enough to be applied to many physical activities, this assessment includes teacher options for customization. Table 1 shows the performance objectives from the Arizona State Standards that will be assessed and examples of teacher options.

Table 1: Performance Objectives for High School PE Performance Assessment

Task	Performance Objective	Components to Assess
Task 1 Biomechanical Concepts and Principles	S1-C3-06 – Demonstrate the biomechanical concepts and principles of a skill/set of skills.	Assess a biomechanical skill or set of skills on these four components: • Foot position/stance • Arm/hand position • Technique/execution/movement • Follow through
Task 2 Complex Movement Forms	S1-C3-PO1 – Demonstrate competency in an increasing number of more complex versions of at least three different movement forms.	Assess three teacher-generated complex movement forms. Complex Movement Forms for various sports may include, but are not limited to: • Basketball – shoot, pass, dribble • Tennis – serve, forehand, backhand, groundstrokes • Volleyball – serve, forearm pass, overhead pass • Softball/Baseball – hit, catch, throw • Soccer – dribble, pass, kick • Football – low body catch, punt, maintain possession

The performance objectives shown in the chart were selected very intentionally. A team of teachers first examined all of the performance objectives that were suited to evaluation through student demonstration of a skill, as opposed to measuring knowledge with a multiple-choice test. They then selected a subset that matched these criteria.

- Could the skill be observed in the course of authentic classroom activities?
- Could the skill be observed and measured quickly and conveniently?
- Could the skill be measured with a rubric?

- Could individual student growth over time be demonstrated if assessed at the beginning and end of the course?
- Do the skills represent some of the most salient content of the course?

Through the development and review process of the entire assessment, some of the initially selected objectives were removed and others were added. Even though this test administration manual contains a small selection of performance objectives and tasks, the rubrics contained in this assessment may be applicable to other tasks created by teachers or districts that cover different performance objectives.

Accommodations

The following excerpt from *AIMS Testing Accommodations: Guidelines for 2013-2014* (Arizona Department of Education, 2013) describes the universal test conditions that should enable all students to have an appropriate testing setting to support their success on the assessment. Even though these universal conditions seem oriented to traditional paper-pencil or computer-based assessments, they still represent a fair opportunity to demonstrate success that should be extended to all students.

> UNIVERSAL TEST ADMINISTRATION CONDITIONS
> Universal Test Administration Conditions are specific testing situations and conditions that may be offered to **any** student in order to provide him/her a comfortable and distraction free testing environment.
>
> Universal Test Administration Conditions include:
>
> - Testing in a small group, testing one-on-one, testing in a separate location, or in a study carrel
> - Being seated in a specific location within the testing room or being seated at special furniture
> - Having the test administered by a familiar test administrator
> - Using a special pencil or pencil grip
> - Using devices that allow the student to see the test: glasses, contacts, magnification, special lighting, and color overlays
> - Using devices that allow the student to hear the test directions: hearing aids and amplification
> - Reading the test quietly to himself/herself as long as other students are not disrupted
> - Wearing noise buffers after the scripted directions have been read
> - Having the scripted directions included in the *Test Administration Directions* repeated *(*at student request) and having questions about the scripted directions or the directions that students read on their own answered

Students with IEP's, 504 plans, or English Language Learners may also need specific accommodations beyond the universal testing conditions. Refer to *AIMS Testing Accommodations: Guidelines for 2013-2014* for specific lists of standard accommodations for these groups. It is important to note that any accommodations used in a testing setting must align to accommodations that have been used consistently in regular instruction. Additionally, any specific assessment accommodations noted in IEP's or 504 plans should be implemented for this assessment.

Validity

When using any assessment, it is important to know if the tool is valid, meaning it measures what it is designed to measure. A formal definition of validity is "…the degree to which accumulated evidence and theory support specific interpretations of test scores entailed by proposed uses" (American Educational Research Association et al., 1999, p 9). This means that a collection of evidence is necessary to discuss whether a test is valid or not. Evidence can take many forms, such as statistical values or narrative descriptions. In the case of this performance assessment, the collection of evidence includes the design decisions and the development process. This assessment has strong validity for these reasons.

- The construct being measured aligns to the item type (Haladyna, 1997). Because the performance objectives selected to be measured for this assessment are all performance-based in nature, the assessment includes tasks that require students to demonstrate their skill.
- The construct being measured and range of performance is clearly defined (Stiggins, 1987). This assessment uses state standards, detailed rubrics, and descriptions of the testing conditions to define the construct.
- Using a rubric with fewer levels is recommended over rubrics with more levels (Reeves, 2004). This assessment uses 4-point rubrics.
- Subject matter experts were used throughout the development process (AERA, et al 1999). Classroom teachers helped to select objectives, draft the tasks and rubrics, try the tasks in the classroom, and review the total assessment.
- A rigorous review process was employed (AERA, et al 1999). The assessment and all its content have been reviewed eight different times from inception to delivery by subject matter experts and assessment development experts from both MCESA and WestEd.

Reliability

One of the possible uses of this assessment is for analysis of data by a team of teachers or a whole district. For that reason, it is important to know if the assessment is reliable, meaning it will yield consistent results each time it is used. A critical way to achieve reliability is to standardize the testing conditions, administration, and scoring as much as possible. Therefore, this assessment contains statements of the testing conditions and scripted teacher directions. Adhering to these directions every time the test is used will support the reliability. Even if the test is only being used with one class, it is important to uphold standardization as much as possible for the benefit of all students and their opportunity to demonstrate success equally.

If data will be collected by several teachers using this assessment and compared, then it is recommended that attention be given to inter-rater reliability. Before the assessment, the scorers should collaboratively review the entire test administration manual and discuss the scoring samples provided. Other techniques to support inter-rater reliability include using two scorers, trading classes to assess, or appointing an outside scorer to "spot-check" both the assessment administration process and the collected scores.

References

Arizona Department of Education. (2013). *AIMS testing accommodations: Guidelines for 2013-2014.* Phoenix, AZ: Author.

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Haladyna, T.M. (1997). *Writing test items to evaluate higher order thinking*. Boston, MA: Allyn and Bacon.

Reeves, D. B. (2004). *101 questions and answers about standards, assessments and accountability*. Englewood, CO: Advanced Learning Press.

Stiggins, R.J. (1987). *Design and development of performance assessments*. Accessed at http://ncme.org/publications/items/ on November 12, 2012.

Testing Conditions

In this assessment, two performance objectives will be assessed via two different tasks. Students will be asked to demonstrate the biomechanical concepts and principles of a skill or set of skills and also demonstrate competency in an increasing number of more complex versions of at least three different movement forms. Testing environments may include game situations, drill activities, or structured stations.

Each performance objective task is subject to the following conditions.

- Each task or task component should be administered during a single activity session.
- Every attempt should be made to test every student. Do not spend too much time observing any one student.
- Students will receive assessment directions, but should not receive instruction, coaching, or corrective feedback during the assessment.
- Students with IEP's or 504 plans should be allowed the accommodations from their plans if applicable.

Scoring Rubrics

After notating the students' performance during each task, the following scoring rubrics will be used to calculate each student's level of mastery. These rubrics are intended for use with each performance objective task.

Task 1 Rubric:

Score	Label	Definition
4	**Exemplary**	Student demonstrates all four (4) of the components.
3	**Accomplished**	Student demonstrates three (3) of the components.
2	**Developing**	Student demonstrates two (2) of the components.
1	**Beginning**	Student demonstrates one (1) of the components.
0	**Not Observed**	Student does not demonstrate any of the components.

Task 2 Rubric:

Score	Label	Definition
4	**Exemplary**	Successfully demonstrates competency in three (3) movement forms.
3	**Accomplished**	Successfully demonstrates competency in two (2) movement forms.
2	**Developing**	Successfully demonstrates competency in one (1) movement form.
1	**Beginning**	Student attempts movement form(s).
0	**Not Observed**	Does not attempt movement form(s).

Task 1 – Biomechanical Concepts and Principles

Teacher Guidelines

In this task, students will participate in a classroom activity or sport, and they will be assessed on their ability to demonstrate the biomechanical concepts and principles of a skill or set of skills chosen by the teacher. Students will be assessed on the four components of a biomechanical skill or set of skills listed below. The teacher will select both the sport and the biomechanical skill to be assessed.

Performance Objective: S1-C3-06 – Demonstrate the biomechanical concepts and principles of a skill(s) or set of skills.

Components to Assess:

- Foot position/stance
- Arm/hand position
- Technique/execution/movement
- Follow through

Before Testing:

☐ Read through all of the test directions.
☐ Plan the classroom activity in which all students are engaged in a classroom activity or sport, and select the skill(s) that will be assessed. Examples may include, but are not limited to:
  - Basketball – shoot, pass, dribble
  - Football – low body catch, punt, maintain possession
  - Softball – hit, catch, throw
  - Volleyball – serve, forearm pass, overhead pass
  - Soccer – dribble, pass, kick
  - Weightlifting – bench press, squat, bar clean

☐ Write a description of each component assessed for the selected biomechanical skill(s) chosen. Insert those descriptions into the scripted directions. Table 2 shows an example for dribbling a basketball.

Table 2: Example of Teacher-Written Descriptions for the Components of Dribbling a Basketball

Biomechanical Skills for….	*Dribbling a basketball*
Foot position/stance	*Move with forward progress*
Arm/hand position	*Hand on top of the ball, keep ball below the waist*
Technique/execution/movement	*Eyes up during dribbling*
Follow through	*Use fingertips*

- ☐ Secure and prepare necessary resources (e.g. sporting equipment, station materials).
- ☐ Prepare a copy of the Task 1 Data Capture Tool.
- ☐ Set up stations or activity space to provide enough distance to allow students to showcase the assessed skill.

During Testing:

- ☐ Read the Task 1 Scripted Directions, as shown in bold below.

  Today, you will be taking the Physical Education Performance Assessment for high school students. This test will measure your ability to demonstrate biomechanical concepts and principles of insert a specific skill/skill set **. Directions will be provided only at the beginning of each activity. No further instructions will be given while you are actively performing the activity; so make sure you listen carefully to the directions before you begin the activity.**

- ☐ Use the stem below to customize and augment the activity directions. Articulate what each student is expected to demonstrate in the activity, including team groups, starting/stopping points, and the duration of the activity.

  In this task, you will demonstrate insert specific skill/set of skills **. Be sure you are** describe the components and briefly demonstrate the biomechanical skill being assessed **.**

  While you are doing this activity, I will be watching and recording notes about what you are doing well or what you may need more help with in the future.

- ☐ Observe individual students for no more than two consecutive minutes.
- ☐ Use the Task 1 Data Capture Tool found in the Appendix or the accompanying Excel file to notate each individual student's performance.

After Testing:

- ☐ Use the rubric to calculate each individual student's rubric score for the task. Each student earns one point for each of the four components assessed.
- ☐ Transfer the rubric score data to the Composite Data Summary Sheet (see Appendix) or to an electronic data system for analysis.

Task 1 Rubric and Data Capture Samples

Directions: The Task 1 Data Capture Tool shows the four components that will be assessed across the top of the chart. To use the Task 1 Data Capture Tool, mark a checkmark for each component observed. Use the scoring rubric to determine the numerical score. Teachers may also insert descriptions under each component assessed on the capture tool. See Image 2 for scoring examples.

Task 1 Rubric:

Score	Label	Definition
4	**Exemplary**	Student demonstrates all four (4) of the components.
3	**Accomplished**	Student demonstrates three (3) of the components.
2	**Developing**	Student demonstrates two (2) of the components.
1	**Beginning**	Student demonstrates one (1) of the components.
0	**Not Observed**	Student does not demonstrate any of the components.

Performance Objective: S1-C3-06 – Demonstrate the biomechanical concepts and principles of a skill(s) or set of skills.

Components to Assess:

- Foot position/stance
- Arm/hand position
- Technique/execution/movement
- Follow through

Scoring Examples:

Image 2 shows an example of scoring two students' performances on a biomechanical skill by demonstrating mastery of all four components. It also shows the teacher inserted the skill descriptions of each component for dribbling a basketball.

Image 2: Sample of Task 1 Data Capture Tool – Biomechanical Concepts and Principles of Dribbling a Basketball

Task 1 – Biomechanical Concepts and Principles	S1-C3-06 – Demonstrate the biomechanical concepts and principles of a skill/set of skills.				
Skill: *Dribbling a basketball*	Foot position/stance	Arm/hand position	Technique/ execution/ movement	Followthrough	**Total Rubric Score**
Student Name	**Component:** *move with forward progress*	**Component:** *hand on top of the ball, keep ball below the waist*	**Component:** *eyes up during dribbling*	**Component:** *use fingertips*	
Jane Doe	✓	✓	✓	✓	4
John Doe	✓	✓		✓	3

Image 3 shows an example of scoring two students' performances with a set of Task 1 Biomechanical Skills in the same activity. See the Appendix for a full class version of the Task 1 Data Capture Tool and Task 1 Composite Data Summary Sheet.

Image 3: Sample of Task 1 Composite Data Summary – Assessing a Set of Biomechanical Skills

Task 1 Composite Data Summary Sheet – Assessing a Set of Biomechanical Skills	S1-C3-06 – Assessing a Set of Biomechanical Skills														
Activity: *Basketball*	Biomechanical Skill 1: *shoot*				**Rubric Score**	Biomechanical Skill 2: *pass*				**Rubric Score**	Biomechanical Skill 3: *dribble*				**Rubric Score**	**Total Rubric Score out of 12 Possible Points**
Student Name	Foot position/stance	Arm/hand position	Technique/ execution/ movement	follow through		Foot position/stance	Arm/hand position	Technique/ execution/ movement	follow through		Foot position/stance	Arm/hand position	Technique/ execution/ movement	follow through		
Jane Doe	✓	✓		✓	3	✓	✓	✓	✓	4	✓	✓	✓	✓	4	11
John Doe	✓	✓	✓	✓	4	✓	✓	✓	✓	4	✓	✓		✓	3	11

Task 2 – Complex Movement Forms

Teacher Guidelines

In this task, students will participate in a classroom activity or sport where they can demonstrate a set of three complex movement forms for that activity or sport. In contrast to Task 1, Task 2 is looking more globally at skills and assessing in a "pass/fail" format if the student can perform a set of complex movement forms.

Performance Objective: S1-C3-PO1 – Demonstrate competency in an increasing number of more complex versions of at least three different movement forms.

Components to Assess:

Complex movement forms for various sports may include, but are not limited to:

- Basketball – shoot, pass, dribble
- Tennis – serve, forehand, backhand, groundstrokes
- Volleyball – serve, forearm pass, overhead pass
- Softball/Baseball – hit, catch, throw
- Soccer – dribble, pass, kick
- Football – low body catch, punt, maintain possession

Before Testing:

- ☐ Read through all of the test directions.
- ☐ Plan the classroom activity in which all students are can demonstrate at least three different movement forms. Examples include:
  - Basketball – shoot, pass, dribble
  - Tennis – serve, forehand, backhand, groundstrokes
  - Volleyball – serve, forearm pass, overhead pass
  - Softball/Baseball – hit, catch, throw
  - Soccer – dribble, pass, kick
  - Football – low body catch, punt, maintain possession
- ☐ Insert the complex movement forms into the scripted directions.
- ☐ Secure and prepare necessary resources (e.g. sporting equipment, station materials).
- ☐ Prepare a copy of the Task 2 Data Capture Tool.
- ☐ Set up stations or activity space to provide enough distance to allow students to showcase complex versions of at least three different movement forms.

During Testing:

☐ Read the Task 2 Scripted Directions, as shown in the bold below.

Today, you will be taking the Physical Education Performance Assessment for high school students. This test will measure your ability to demonstrate proficiency in three different complex movement forms in insert specific sport **. Directions will be provided only at the beginning of each activity. No further instructions will be given while you are actively performing the activity; so make sure you listen carefully to the directions before you begin the activity.**

☐ Use the stem below to customize activity directions. Articulate what each student is expected to demonstrate at each station, game, or drill activity, including starting/stopping points, and the duration of the activity.

In this task, you will demonstrate insert 3 complex movement forms **.**
Be sure you are describe the movement forms and briefly demonstrate the complex movement form being assessed **.**

While you are doing the activities, I will be watching and recording notes about what you are doing well or what you may need more help with in the future.

☐ Observe individual students for no more than two consecutive minutes.
☐ Use the Task 2 Data Capture Tool found in the Appendix or the accompanying Excel file to notate each individual student's performance.

After Testing:

☐ Use the rubric to calculate each individual student's rubric score for the task.
☐ Transfer the rubric score data to the Task 2 Composite Data Summary Sheet (see Appendix) or to an electronic data system for analysis.

Task 2 Rubric and Data Capture Samples

Directions: Use the scoring rubric to generate a numerical score for each student based on the number of movements successfully demonstrated. To use the Task 2 Data Capture Tool, mark each movement form that is competently demonstrated. If desired, mark the column of "Attempts Only" for students who do not demonstrate competency in any movement form. Then, use the rubric to record a numerical score. See Image 4 and Image 5 for scoring examples.

Task 2 Rubric:

Score	Label	Definition
4	**Exemplary**	Successfully demonstrates competency in three (3) movement forms.
3	**Accomplished**	Successfully demonstrates competency in two (2) movement forms.
2	**Developing**	Successfully demonstrates competency in one (1) movement form.
1	**Beginning**	Student attempts movement form(s).
0	**Not Observed**	Does not attempt movement form(s).

Performance Objective: S1-C3-PO1 – Demonstrate competency in an increasing number of more complex versions of at least three different movement forms.

Components to Assess:

Complex movement forms for various sports may include, but are not limited to:

- Basketball – shoot, pass, dribble
- Tennis – serve, forehand, backhand, groundstrokes
- Volleyball – serve, forearm pass, overhead pass
- Softball/Baseball – hit, catch, throw
- Soccer – dribble, pass, kick
- Football – low body catch, punt, maintain possession

Scoring Examples:

Image 4 shows an example of scoring two students' performances on three complex movement forms in volleyball.

Image 4: Sample of Task 2 Data Capture Tool – Complex Movement Forms

Task 2 – Complex Movement Forms	S1-C3-PO1 – Demonstrate competency in an increasing number of more complex versions of at least three different movement forms.				
Activity: *volleyball* **Student Name**	**Movement form 1:** *serve*	**Movement form 2:** *forearm pass*	**Movement form 3:** *overhead pass*	**Attempts Only**	**Total Rubric Score**
Jane Doe	✓ *good execution*	✓	✓		4
John Doe	*attempted - no contact with the ball*	*attempted - keep arms locked*	*attempted - need to work on form and follow through*	✓	1

If desired, Task 2 can be repeated throughout the year with a variety of sports or activities. Image 5 shows an example of scoring two students' performances when assessing Task 2 Complex Movement Forms multiple times in different activities. See the Appendix for a full class version of the Task 2 Data Capture Tool and the Task 2 Composite Data Summary Sheet.

Image 5: Sample of Task 2 Data Composite Summary Sheet – Assessing Multiple Complex Movement Forms

Task 2 Composite Data Summary Sheet – Assessing Multiple Complex Movement Forms	S1-C3-PO1 – Assessing Multiple Complex Movement Forms														
	Activity: *softball*				**Rubric Score**	**Activity:** *basketball*				**Rubric Score**	**Activity:** *volleyball*				**Rubric Score**	**Total Rubric Score out of 12 Possible Points**
Student Name	Movement form 1: *hit*	Movement form 2: *catch*	Movement form 3: *throw*	Attempts Only		Movement form 1: *shoot*	Movement form 2: *pass*	Movement form 3: *dribble*	Attempts Only		Movement form 1: *serve*	Movement form 2: *forearm pass*	Movement form 3: *overhead pass*	Attempts Only		
Jane Doe	✓	✓	*attempt*		3	*attempt*	*attempt*	*attempt*	✓	1	✓	✓	✓		4	8
John Doe	*attempt*	✓	✓		3	✓	✓	✓		4	*attempt*	*attempt*	*attempt*	✓	1	8

Data Summary

Because this performance assessment has options for personal customization, a variety of data capture tools are provided to suit different ways of collecting the data for analysis.

Image 6 shows an example of scoring two students' performances in both Task 1 Biomechanical Concepts and Principles and Task 2 Movement Forms in one sport. See the Appendix for a full class version of the Composite Data Summary Sheet – Tasks 1 & 2.

Image 6: Sample of Composite Data Summary Sheet 1 – Tasks 1 & 2

Composite Data Summary Sheet – Tasks 1 & 2	**Task 1** – S1-C3-06 – Biomechanical Concepts and Principles					**Task 2** – S1-C3-PO1 – Complex Movement Forms					**Total Assessment Score out of 8 Possible Points**
	Skill: *Dribbling a basketball*				**Rubric Score**	**Activity:** *Basketball*				**Rubric Score**	
Student Name	Foot position/stance	Arm/hand position	Technique/ execution/ movement	follow through		Movement form 1:	Movement form 2:	Movement form 3:	Attempts Only		
Jane Doe	✓	✓	✓	✓	4	*attempt*	*attempt*	*attempt*	✓	1	5
John Doe	✓	✓		✓	3	✓	✓	✓		4	7

Image 7 shows an example of scoring two students' performances with multiple Task 1 Biomechanical Concepts and Principles from the same sport and Task 2 Movement Forms from several sports. The teacher can assess students in both tasks with different activities. See the Appendix for a full class version of the Composite Summary Sheet –Multiple Task 1 Skills & Task 2 Forms.

Image 7: Composite Summary Sheet 2 – Multiple Task 1 Skills & Task 2 Forms

Composite Data Summary Sheet – Multiple Task 1 Skills & Task 2 Forms	**Task 1** – S1-C3-06			**Task 2** – S1-C3-PO1			**Total Assessment Score out of 24 Possible Points**
	Task 1 Biomechanical Skill(s) Activity: *basketball*			**Activity:** *softball*	**Activity:** *basketball*	**Activity:** *volleyball*	
Student Name	**Skill 1:** *shoot*	**Skill 2:** *pass*	**Skill 3:** *dribble*	**Movement Forms (3):** *hit, catch, throw*	**Movement Forms (3):** *shoot, pass, dribble*	**Movement Forms (3):** *serve, forearm pass, overhead pass*	
	Rubric Score	Rubric Score	Rubric Score	Rubric Score	Rubric Score	Rubric Score	
Jane Doe	3	4	4	3	1	4	19
John Doe	4	4	3	3	4	1	19

To help bring meaning to the combined scores, refer to this conversion chart that applies the labels from the scoring rubric to the combined totals.

Points Earned	**24 points possible**	**12 points possible**	**8 points possible**	**4 points possible**	**Percent Range**	**Label**
	22-24	11-12	8	4	90-100%	**Exemplary**
	18-21	9-10	6-7	3	75-89%	**Accomplished**
	12-17	6-8	4-5	2	50-74%	**Developing**
	6-11	3-5	2-3	1	25-49%	**Beginning**
	0-5	0-2	0-1	0	0-25%	**Not Observed**

Appendix

Task 1 Scripted Directions and Rubric

☐ Read the Task 1 Scripted Directions, as shown in bold below.

Today, you will be taking the Physical Education Performance Assessment for high school students. This test will measure your ability to demonstrate biomechanical concepts and principles of _____insert a specific skill/skill set_____**. Directions will be provided only at the beginning of each activity. No further instructions will be given while you are actively performing the activity; so make sure you listen carefully to the directions before you begin the activity.**

☐ Use the stem below to customize and augment the activity directions. Articulate what each student is expected to demonstrate in the activity, including team groups, starting/stopping points, and the duration of the activity.

In this task, you will demonstrate ___insert specific skill/set of skills____**. Be sure you are** _____describe the components and briefly demonstrate the biomechanical skill being assessed_____.

While you are doing this activity, I will be watching and recording notes about what you are doing well or what you may need more help with in the future.

Task 1 Rubric:

Score	Label	Definition
4	**Exemplary**	Student demonstrates all four (4) of the components.
3	**Accomplished**	Student demonstrates three (3) of the components.
2	**Developing**	Student demonstrates two (2) of the components.
1	**Beginning**	Student demonstrates one (1) of the components.
0	**Not Observed**	Student does not demonstrate any of the components.

Task 1 Data Capture Tool

Task 1 – Biomechanical Concepts and Principles	S1-C3-06 – Demonstrate the biomechanical concepts and principles of a skill/set of skills.				
Skill:	Foot position/stance	Arm/hand position	Technique/ execution/ movement	follow through	**Total Rubric Score**
Student Name	**Component:**	**Component:**	**Component:**	**Component:**	

Task 1 Composite Data Summary Sheet – Assessing a Set of Biomechanical Skills

Task 1 Composite Data Summary Sheet – Assessing a Set of Biomechanical Skills	S1-C3-06 – Assessing a Set of Biomechanical Skills															
Activity:	Biomechanical Skill 1:				**Rubric Score**	Biomechanical Skill 2:				**Rubric Score**	Biomechanical Skill 3:				**Rubric Score**	**Total Rubric Score out of 12 Possible Points**
Student Name	Foot position/stance	Arm/hand position	Technique/ execution/ movement	follow through		Foot position/stance	Arm/hand position	Technique/ execution/ movement	follow through		Foot position/stance	Arm/hand position	Technique/ execution/ movement	follow through		

Task 2 Scripted Directions and Rubric

☐ Read the Task 2 Scripted Directions, as shown in the bold below.

Today, you will be taking the Physical Education Performance Assessment for high school students. This test will measure your ability to demonstrate proficiency in three different complex movement forms in _____insert specific sport_____**. Directions will be provided only at the beginning of each activity. No further instructions will be given while you are actively performing the activity; so make sure you listen carefully to the directions before you begin the activity.**

☐ Use the stem below to customize activity directions. Articulate what each student is expected to demonstrate at each station or drill activity, including starting/stopping points, and the duration of the activity.

In this task, you will demonstrate ____insert 3 complex movement forms____**.**
Be sure you are _____describe the movement forms and briefly demonstrate the complex movement form being assessed_____**.**

While you are doing the activities, I will be watching and recording notes about what you are doing well or what you may need more help with in the future.

Task 2 Rubric:

Score	Label	Definition
4	**Exemplary**	Successfully demonstrates competency in three (3) movement forms.
3	**Accomplished**	Successfully demonstrates competency in two (2) movement forms.
2	**Developing**	Successfully demonstrates competency in one (1) movement form.
1	**Beginning**	Student attempts movement form(s).
0	**Not Observed**	Does not attempt movement form(s).

Task 2 Data Capture Tool

Task 2 – Complex Movement Forms	S1-C3-PO1 – Demonstrate competency in an increasing number of more complex versions of at least three different movement forms.				
Activity: **Student Name**	**Movement form 1:**	**Movement form 2:**	**Movement form 3:**	**Attempts Only**	**Total Rubric Score**

Task 2 Composite Data Summary Sheet – Assessing Multiple Complex Movement Forms

Task 2 Composite Data Summary Sheet – Assessing Multiple Complex Movement Forms	S1-C3-PO1 – Assessing Multiple Complex Movement Forms														
	Activity:				**Rubric Score**	**Activity:**				**Rubric Score**	**Activity:**				**Rubric Score**	**Total Rubric Score out of 12 Possible Points**
Student Name	Movement form 1:	Movement form 2:	Movement form 3:	Attempts Only		Movement form 1:	Movement form 2:	Movement form 3:	Attempts Only		Movement form 1:	Movement form 2:	Movement form 3:	Attempts Only		

Composite Data Summary Sheet 1 – Tasks 1 & 2

Composite Data Summary Sheet – Tasks 1 & 2	**Task 1** – S1-C3-06 – Biomechanical Concepts and Principles				**Rubric Score**	**Task 2** – S1-C3-PO1 – Complex Movement Forms				**Rubric Score**	**Total Assessment Score out of 8 Possible Points**
	Skill:					**Activity:**					
Student Name	Foot position/stance	Arm/hand position	Technique/ execution/ movement	follow through		Movement form 1:	Movement form 2:	Movement form 3:	Attempts Only		

Composite Summary Sheet 2 – Multiple Task 1 Skills & Task 2 Forms

Composite Data Summary Sheet – Multiple Task 1 Skills & Task 2 Forms	**Task 1** – S1-C3-06			**Task 2** – S1-C3-PO1			**Total Assessment Score out of 24 Possible Points**
	Task 1 Biomechanical Skill(s) Activity:			**Activity:**	**Activity:**	**Activity:**	
Student Name	**Skill 1:**	**Skill 2:**	**Skill 3:**	**Movement Forms (3):**	**Movement Forms (3):**	**Movement Forms (3):**	
	Rubric Score	Rubric Score	Rubric Score	Rubric Score	Rubric Score	Rubric Score	